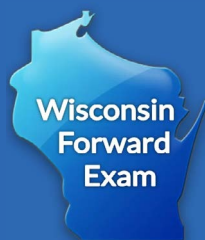



# English Language Arts

## Forward Exam Practice Test Grade 3



WISCONSIN DEPARTMENT OF  
**Public Instruction**



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**ENGLISH LANGUAGE ARTS ITEMS—SESSION 1****Rainy Day Surprise**

One rainy day, two shop owners named Leah and Pablo opened their shop doors to begin the day's business. They each stood in front of their stores, wishing for customers. Sadly, the chilly, wet weather had chased all the townspeople inside. Not one person walked down the cobblestone street.

"Rainy days are bad for business," Leah told Pablo. She often shared her opinions with him.

"But our trees needed water," Pablo responded. He always tried to find a positive side in every situation.

Before Leah could reply, she noticed a dog. The shaggy, wet animal was limping down the street towards them. Its head was hanging low and its tail drooped.

"Shoo," Leah told the dog. She did not want the dog around if a customer came to her store.

Pablo, however, patted the dog's head. "Would you like to come inside and rest?" he asked the furry visitor. Its tail slowly wagged.

"Don't be foolish," Leah warned Pablo. "You should not go looking for trouble. Dogs don't belong inside shops."

"It looks like it is cold and lost, and I have no customers to worry about," Pablo reasoned. He led the animal through the door, not yet realizing how this one act would change his day entirely.

Once they were inside the store, Pablo said to the dog, "I will find a towel to dry your fur."

Pablo hurried toward his supply room. However, a moment later, there was a terrific crashing sound. Pablo sprinted back into the shop. The dog had knocked over a display of colorful cups and plates made out of plastic. It was gobbling down a stale cookie that Pablo had left on the top shelf.

"I guess you were more interested in a meal than dry fur," Pablo smiled. The dog barked and licked its lips.

As Pablo looked for something else to feed the dog, Leah poked her head into the shop. She had heard the crash. With a knowing look, she surveyed the mess.

"You should have listened to my advice," Leah said.

"At least the plastic dishes cannot break," Pablo chuckled.

"Humph," Leah said. She turned around and left.

The dog happily finished the lunch that Pablo gave him. Then Pablo dried and brushed its fur. Pablo was starting to pick up the plastic dishes when a boy named Sam entered his shop. At once, the dog barked with joy.

**Go on to the next page.**

“Prince!” Sam shouted. He stooped to hug the excited dog. “We’ve been looking everywhere for you.”

Sam ran back to the shop door. He opened it and called out, “I’ve found Prince!”

A moment later, Sam’s entire family was crowding into Pablo’s shop. They had all been searching for the missing pet. Pablo explained to them how he had invited Prince inside and given him lunch.

As Pablo told his story, Sam’s mother, Ida, noticed the dishes that were still scattered across the floor. She knew Prince likely caused the disaster.

“We will thank you by cleaning your shop,” Ida said. Before Pablo could refuse, Ida shouted out orders to the family. She gave them jobs of straightening, sweeping, and organizing.

When the busy crew finished, Pablo could not stop grinning. His shop sparkled and his windows gleamed. The goods on his shelves stood in neat and tidy rows.

After that, Ida and her family filled their arms with Pablo’s wares. They bought picnic baskets, blankets, beach towels, and many sets of Pablo’s colorful plastic dishware. As Pablo put their purchases in bags, he whistled merrily. His shop had earned record sales.

Finally, the family left Pablo’s shop with Prince. Leah watched the parade of people walk down the street with their bags of goods. At the sight, a dark cloud seemed to settle over her face. She had not had many customers that day.

“No act of kindness is ever wasted,” Pablo told Leah gently. “Let me treat you to dinner so I can share my good fortune with you.”

Leah paused for a moment. Perhaps, she should try listening to Pablo’s advice. His face always wore a content smile. “Yes, I’ll have dinner with you,” Leah said in a thankful voice. “I’m sure you’ll agree that it is never too late to learn new ways,” she added with her own fresh smile.

1. Read the sentence from the passage.

Sadly, the chilly, wet weather had chased all the townspeople inside.

What does the sentence mean?

- A. The weather seemed to follow people.
- B. People wanted to stay indoors because of the weather.
- C. The weather caused people to run away out of fear.
- D. People felt moody about the weather outside.

**Go on to the next page.**

2. How does the action of Pablo letting the dog into his shop add to the sequence of events?
- A. It leads to good things happening to Pablo.
  - B. It allows Pablo to see that Leah is right.
  - C. It leads to a mess that Pablo cleans up.
  - D. It allows Pablo to teach friends how to work.
3. This item has two parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence **best** states the central message of the passage?

- A. Acts of kindness are worthwhile.
- B. People do not always get what they want.
- C. Beauty is sometimes hidden.
- D. Unexpected visitors make people happy.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A. They each stood in front of their stores, wishing for customers.
- B. Then Pablo dried and brushed its fur.
- C. At once, the dog barked with joy.
- D. His shop had earned record sales.

**Go on to the next page.**

4. Read the paragraphs from the passage. Then, underline the sentence that **best** shows that the reader knows letting the dog inside is an important event but that Leah and Pablo do not.

“Don’t be foolish,” Leah warned Pablo. “You should not go looking for trouble. Dogs don’t belong inside shops.”

“It looks like it is cold and lost, and I have no customers to worry about,” Pablo reasoned. He led the animal through the door, not yet realizing how this one act would change his day entirely.

**Go on to the next page.**



## Nature's Builders

Some people are builders. They use wood, brick, metal, and other materials to build the things we need, like homes, schools, and roads. Many other living creatures are builders too. They use mud, plants, and more to build homes that are just right for them.

### Birds

- 2 Most birds build nests. A kind of bird called a killdeer makes its nest by scraping a shallow hole in sand or gravel. The bird and its chicks then rest inside the hole. Other birds build their nests out of twigs, grass, or their own feathers. Red ovenbirds use mud to build a bowl-shaped nest. This mud bowl rests high in the top branches of a tree. The sun bakes the mud so that it becomes hard, helping to protect the birds.
- 3 Believe it or not, there is a kind of bird that builds something that seems like a bird city. This bird, called the social weaver, lives in Africa. Groups of these birds work together to build hundreds of nests. The nests are made from grass and sticks. They look like a big stack of hay hanging up in a tree.
- 4 Most species of birds make their own style of nest. Cowbirds and cuckoos are different, however. Instead of building their own nests, they lay their eggs in nests that other species of birds have already made!

### Insects

There is a type of bug called a termite. Termites build huge structures. In Australia, these ant-like insects chew wood and mix it with mud. Then they pack the mixture into mounds that may be up to 30 feet tall. That's as tall as a three-story building! The mounds have tunnels running through them. These tunnels let air inside, keeping the middle of the mound cool. The termites use some tunnels as gardens to grow plants for food.

Some wasps also use mud for building. One type of wasp called a mud dauber makes a round, cup-shaped nest out of mud. Mud daubers may join together several of these mud nests. Another kind of mud dauber builds long, hollow tubes of mud with small holes in them. The holes are usually for storing eggs or food. Meanwhile, the paper wasp chews wood and plant stems and uses them to create a nest. This football-shaped nest hangs from a tree branch. The outside of it looks as if it were covered with layers of rough gray paper.

### Other Animals

A muskrat is an animal that lives in wet, swampy areas. It looks a little bit like a squirrel or a groundhog, but it has a long, dark tail. Some muskrats dig caves along the bank of a lake or stream. Others make lodges to live in out of plants. The lodge is round and is partly above the water. The muskrats must swim underwater to reach the entrance. The floor of the lodge is still above the water, allowing the muskrats to breathe air.

**Go on to the next page.**

Prairie dogs live together in large communities. Hundreds of them may live in the same small area! They dig long passages underground. These passages connect one room to another. Some rooms are for sleeping, while others are for storing food. There are many entrances to these rooms too. Prairie dogs sometimes poke their heads above ground to look around. When they see danger, they can bark a warning to all the others. Like the homes of many other animals, the prairie dog's home can help it to survive.

The living spaces that all of these birds, insects, and other animals create can be truly amazing to see. Each is different, but it is the perfect place for the creatures that live there.

5. Which sentence **best** describes the connection between paragraphs 2, 3, and 4 of the passage?
- A. Paragraphs 2 and 3 describe a problem with bird nests, and paragraph 4 tells how the problem is fixed.
  - B. Paragraphs 2 and 3 describe different bird nests, and paragraph 4 tells how the nests protect the birds.
  - C. Paragraphs 2 and 3 describe the materials birds use to make nests, and paragraph 4 tells the steps for how they build the nests.
  - D. Paragraphs 2 and 3 describe how different birds build nests, and paragraph 4 tells how two types of birds use nests made by other birds.
6. According to the passage, what is the purpose of the tunnels in the mounds of Australian termites? Choose **two** answers.
- A. to make the mound taller
  - B. to help the inside of the mound stay cool
  - C. to store the eggs that the termites lay
  - D. to give the termites a place to grow food
  - E. to protect the termites from other insects

**Go on to the next page.**

7. This item has two parts. First, answer part A. Then, answer part B.

**Part A**

How does the type of home an animal builds help it survive?

- A. It provides the animal a place to hide from predators.
- B. It helps the animal lay eggs.
- C. It provides space for the animal to grow a bigger family.
- D. It helps the animal find other animals.

**Part B**

Which sentence from the passage **best** supports the answer to part A?

- A. Mud daubers may join together several of these mud nests.
- B. The holes are usually for storing eggs or food.
- C. These passages connect one room to another.
- D. Prairie dogs sometimes poke their heads above ground to look around.

8. Read the details the author uses to help the reader understand more about animals. Then, identify the section of the passage where each detail can be found by putting a check mark under the correct heading for the detail. There will be only one detail for each heading.

	<b>Birds</b>	<b>Insects</b>	<b>Other Animals</b>
information about animals that use air to keep the middle of their homes cool			
description of how animals build homes in swampy areas or underground			
comparison of animals that make nests from sand, twigs, grass, or sticks			

Go on to the next page.

## Cooking Up Something New

Xavier, Alana, Olivia, and Antonio sat at the table in Alana's kitchen. The four friends were trying to decide what to make for the back-to-school party. Xavier looked at a long list of dessert recipes. "How will we ever choose one?" he asked.

Alana started to read the list from Xavier's computer. "What about brownies?" Alana asked.

"No," said Olivia. "Other kids will bring brownies."

"How about chocolate chip cookies?" asked Antonio. "Everyone loves cookies."

"Someone always bakes chocolate chip cookies," said Xavier. "Don't we want to make something special?"

"I know," said Olivia. "Let's pick one of our favorite family recipes."

"That's a great idea!" said Alana. "My dad makes the best mango pudding! We have it for dessert whenever family visits."

"Pudding is one of my favorites too," said Olivia. "My mom makes one called Swedish cream, and it has strawberries on top."

"My favorite dessert is flan," said Antonio. "It is kind of like a pudding, all smooth and creamy. The best part is that it has caramel on top."

Xavier frowned. "My favorite dessert is a pie, not a pudding," he said. "My grandma makes the best sweet potato pie!"

"How will we pick just one?" asked Antonio. "They all sound so good!"

"I have the best idea," Alana announced. "My dad is a chef and can help us combine all four desserts into one!"

"We are going to have the best dessert at the party!" said Xavier.

"I will talk to my dad tonight. Meet me here tomorrow after school with your recipes and ingredients," said Alana.

The next day, the four friends returned to Alana's house. They each brought their family recipe and ingredients to add to the dessert. Alana and her father were waiting for them and excited to begin. Alana's father had come up with a plan, but it had many steps.

First they worked together to make Xavier's sweet potato pie and added chopped-up mango to the pie filling. Alana's dad had them make the pie in an extra deep square baking dish so that they could fit all the ingredients in their special dessert. As they waited for the pie to bake and cool, they made Olivia's Swedish cream. When Alana's dad assured them that the pie was cool enough, they added a layer of Swedish cream on top of the sweet potato and mango filling. Olivia put the dessert into the refrigerator to let the cream get firm so it wouldn't run all over when they cut into the dessert.

**Go on to the next page.**

“My dad helped me make the caramel we use on the flan,” Antonio said as he pulled out a jar of golden-brown sauce.

“Perfect!” said Alana. “The caramel is the final touch!”

Olivia took the dessert out of the refrigerator, and Antonio carefully poured the caramel sauce on top of it.

“I think it’s done,” said Alana’s dad. “It sure looks tasty.”

The next day, the four friends arrived at the party with their special dessert. There were many plates of brownies and chocolate chip cookies on the table. Their dessert stood out. They carefully cut the dessert into small squares, placed each square on a plate, and laid the plates on the table for their classmates to try their special dessert. Xavier, Alana, Olivia, and Antonio all took a plate too. Alana’s dad had assured them it would be good, but it was finally time for them to taste their creation.

“It’s good!” said Xavier. “It’s like my grandma’s pie but even better!”

“Yes! The mango and the sweet potatoes taste so good together,” said Alana.

“The Swedish cream on top is nice and cool,” said Olivia.

“And everything tastes better with caramel!” said Antonio.

Their new teacher, Mrs. Chen, took a piece and tasted it. “I’ve never had a dessert like this,” she said. “Who made this?”

“We did!” said Antonio. He pointed to Alana, Xavier, Olivia, and himself.

“What is it called?” asked Mrs. Chen.

The children huddled together before they answered.

“It’s called Everyone’s Favorite Dessert,” said Xavier.

“You never had it before because no one has ever made it before!” said Olivia.

Everyone in the class wanted some of their special dessert. It was the color of sunshine and as sweet as a new school year.

**Go on to the next page.**

9. Which two sentences from the passage **best** support the idea that the children’s dessert is an unusual invention? Choose **two** answers.
- A. “My dad is a chef and can help us combine all four desserts into one!”
  - B. “The caramel is the final touch!”
  - C. “It’s like my grandma’s pie but even better!”
  - D. “The Swedish cream on top is nice and cool,” said Olivia.
  - E. “I’ve never had a dessert like this,” she said.
10. This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which sentence **best** states the theme of the passage?

- A. Working together can help people accomplish tasks.
- B. Be patient when completing a hard task.
- C. Every person has a different opinion.
- D. Enjoy spending time with people who share your interests.

**Part B**

Which sentence from the passage **best** supports the answer in part A?

- A. The four friends were trying to decide what to make for the back-to-school party.
- B. “My favorite dessert is a pie, not a pudding,” he said.
- C. They each brought their family recipe and ingredients to add to the dessert.
- D. “We are going to have the best dessert at the party!” said Xavier.

**Go on to the next page.**

11. Read the sentences from the passage.

There were many plates of brownies and chocolate chip cookies on the table. Their dessert stood out.

What does the phrase “stood out” suggest about the children’s dessert?

- A. It is the tallest on the table.
  - B. It smells the sweetest.
  - C. It is the most popular.
  - D. It looks different from the others.
12. Read the paragraph from the passage. Then, underline the sentence that creates a happy mood.

The next day, the four friends returned to Alana’s house. They each brought their family recipe and ingredients to add to the dessert. Alana and her father were waiting for them and excited to begin. Alana’s father had come up with a plan, but it had many steps.



**STOP.**





## ENGLISH LANGUAGE ARTS ITEMS—SESSION 2

### The Polar Bear

The polar bear makes its home in the Arctic. In the winter, temperatures can drop to 50 degrees below zero. Strong winds whip the snow across the frozen seas. The sun disappears for months. Still, polar bears thrive. They have everything they need to survive in the Arctic.

#### Staying Warm

Polar bears are built for cold weather. For example, they have black skin. The dark color of their skin absorbs sunlight. Polar bears also have two thick layers of white fur. The inner layer of fur is soft and woolly like a cozy sweater. The outer layer of fur is long guard hairs. These hairs are hollow and fill with warm air to block out the cold. Plus, polar bear fur is waterproof.

#### Arctic Traveler

Polar bears are well suited for traveling in their icy home. Their large paws measure 12 inches. As the bear hikes across the thin ice, its large paws hold it up like snowshoes.

Its paws have other helpful traits. On their bottoms, there are little round bumps that stick to the ice to stop the paws from slipping. Fur grows around these bumps and provides additional grip. Finally, each paw has thick, sharp claws that grab the ice.

#### A Master Hunter

Polar bears know how to find food on the frozen seas. All winter long, they hunt for seals. Their white coat helps them blend into the snow. Sniffing the air, they can smell the scent of a seal from over a half mile away.

The Arctic has many challenges, but polar bears have learned how to survive.

**Go on to the next page.**

1. Write a **one-paragraph** story about a polar bear living in the Arctic. Include in your story what the polar bear does when it wakes up in the morning. Be sure to use descriptive words and details to describe what the polar bear does.

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2. Read the sentence. Then, write quotation marks (“ ”) in the correct places in the sentence.

Janell , I am glad we are going to be on the same basketball team , Krista said with a smile .

3. Read the sentences.

Before hiking, it is important to gather some vital items. The necessary supplies include comfortable hiking boots, water, a first aid kit, a jacket, and snacks. It is also wise to bring along a hiking partner!

Which words from the sentences **best** help the reader understand the meaning of the word vital? Choose **two** answers.

- A. important
  - B. some
  - C. necessary
  - D. comfortable
  - E. wise
4. A student is writing a report about the human body. Read the paragraph from the report.

<sup>1</sup>The human body has over 200 bones. <sup>2</sup>Together, the bones of the body are known as the skeleton. <sup>3</sup>Bones give the body its shape. <sup>4</sup>They help to protect the organs inside the body. <sup>5</sup>\_\_\_\_\_, they allow for some types of movement.

Which word would **best** show how sentence 5 connects with sentences 3 and 4?

- A. Besides
- B. Also
- C. Therefore
- D. Since

Go on to the next page.

5. Read the paragraph. Circle the **two** underlined words that should be corrected because they are misspelled.

Yesterday, I went skiing through the winter woods with Aunt Jean. Fluffy whit snow covered the fields like frosting. Cheerfully, some chickadees sang songs. The only other brave animal to greet us was a fuzzy rabbit.

6. Read the paragraph.

This summer, people in our neighborhood got together for a picnic in the park. I had a chance to fly kites with the Myers family. Then, I watched Mr. Lee's little dog, Speck, do tricks. Last of all, I ate some of Mr. Lee's famous tacos. He told me stories too.

Which sentence **best** concludes the paragraph?

- A. My neighbors know how to do many things.
- B. I enjoyed spending time with my neighbors.
- C. The park was a wonderful place to have a picnic.
- D. I plan to teach my dogs some fun tricks.



**STOP.**



## ENGLISH LANGUAGE ARTS ITEMS—SESSION 3

1. Some people enjoy winter and all the fun activities they can do in the snow. Other people like summer, when it's warm enough to go swimming or to the park.

Write **one** paragraph explaining which season (spring, summer, fall, or winter) is your favorite and why. In your paragraph, be sure to state your opinion, include detailed reasons for your opinion, and include a summary sentence.

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2. Read the paragraph from a student’s research report about Sonja Henie.

Sonja Henie was only 5 years old when she won her first ice-skating contest. She went to the Olympics when she was 11 but finished in last place. She kept working hard to improve her skills. In the next three Winter Olympic Games—in 1928, 1932, and 1936—she was the figure skating champion. After she quit skating, she worked as an actress and as a businesswoman.

Which source would most likely give the student more information about the life of Sonja Henie?

- A. a book called *Ice-Skating Stars*
  - B. a website about the history of the Olympics
  - C. a book called *Learn How to Skate Like a Pro*
  - D. a website for a nearby ice-skating rink
3. A student is writing a story. Put the events of the story in the correct order by writing in the chart the letter of each event.

Story Order	Event
First	
Second	
Third	
Fourth	

- A. We waited and waited for some birds, squirrels, or other creatures to appear.
- B. Dad and I visited the pond so that I could take some wildlife pictures.
- C. I raised my camera and took a picture of the goose family.
- D. To my surprise, a mother goose with her little goslings swam through the lily pads right in front of me!

Go on to the next page.

4. Read the address.

1342 Center Street  
Chicago IL 60600

Which address includes a comma in the correct place?

- A. 1342 Center Street  
Chicago IL, 60600
  - B. 1342, Center Street  
Chicago IL 60600
  - C. 1342 Center Street  
Chicago, IL 60600
  - D. 1342 Center Street,  
Chicago IL 60600
5. Read the sentence.
- The deer raced across the field and disappeared into the quiet forest.
- What is the purpose of the word quiet in the sentence?
- A. to help the reader understand how the deer feels
  - B. to help the reader imagine where the deer is
  - C. to help the reader imagine how the deer moves
  - D. to help the reader understand why the deer leaves
6. A student is gathering facts to write a report about bike riding. Which facts belong in the section of the report about safety? Choose **two** answers.
- A. Bikers should wear properly fitted helmets.
  - B. Mountain bikes are a popular choice for riders.
  - C. Biking is an excellent way to get outdoor exercise.
  - D. There are bikes designed for many types of riding.
  - E. It is important to ride with both hands on the handlebars.



ENGLISH LANGUAGE ARTS—APPENDIX

SUMMARY DATA

Grade 3

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 1</b>				
1	ELA.R.3.4	B	2	Students need to determine the meaning of the sentence. Option B is the correct answer. The other options do not provide the meaning of the sentence.
2	ELA.R.3.3	A	2	Students need to determine how Pablo’s action contributes to the sequence of events. Option A is the correct answer. The other options do not identify how Pablo’s action contributes to the sequence of events.
3	ELA.R.3.2	A / D	3	In part A, students need to determine the central message of the passage. Option A is the correct answer. The other options are not the central message of the passage.  In part B, students need to provide the evidence to support the answer to part A. Option D is the correct answer. The other options do not support the correct answer to part A.
4	ELA.R.3.6	See annotations.	2	Students need to determine which sentence from the passage best reveals information to the reader that the characters do not know. The correct answer is “He led the animal through the door, not yet realizing how this one act would change his day entirely.” The other options do not reveal information the characters do not know.
5	ELA.R.3.3	D	2	Students need to describe the relationship between paragraphs. Option D is the correct answer. The other options do not describe the relationship between the paragraphs.
6	ELA.R.3.1	B, D	1	Students need to demonstrate an understanding of the text by identifying two purposes of the tunnels in the mounds of Australian termites. Options B and D are the correct answers. The other options do not explain the purposes of the tunnels.

Grade 3

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
7	ELA.R.3.3	A / D	3	<p>In part A, students need to answer a question about how the type of home an animal builds helps it survive. Option A is the correct answer. The other options do not answer the question correctly.</p> <p>In part B, students need to determine which evidence from the passage best supports the answer to part A. Option D is the correct answer. The other options do not support the correct answer to part A.</p>
8	ELA.R.3.5	See annotations.	1	<p>Students need to identify the sections of the passage in which particular details about animals can be found. The correct answers are the following:</p> <p>Birds—comparison of animals that make nests from sand, twigs, grass, or sticks</p> <p>Insects—information about animals that use air to keep the middle of their homes cool</p> <p>Other Animals—description of how animals build homes in swampy areas or underground</p>
9	ELA.R.3.1	A, E	2	<p>Students need to determine the sentences that best support the idea that the children’s dessert is an unusual invention. Options A and E are the correct answers. The other options do not support the idea.</p>
10	ELA.R.3.2	A / C	3	<p>In part A, students need to determine the theme of the passage. Option A is the correct answer. The other options do not state the theme of the passage.</p> <p>In part B, students need to determine which evidence from the passage best supports the answer to part A. Option C is the correct answer. The other options do not support the correct answer to part A.</p>

Grade 3

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
11	ELA.R.3.4	D	2	Students need to determine the meaning of a phrase and determine what the phrase suggests about the children’s dessert. Option D is the correct answer. The other answers either do not define the phrase correctly or do not accurately describe the children’s dessert.
12	ELA.R.3.7	See annotations.	2	Students need to analyze a paragraph to determine the sentence that creates a happy mood. The correct answer is “Alana and her father were waiting for them and excited to begin.” The other options do not create a happy mood.

Grade 3

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 2</b>				
1	ELA.W.3.2.c	n/a	3	Students need to write a one-paragraph narrative about a polar bear living in the Arctic, using details from the passage to develop descriptions. Writing will be scored using a Grade 3 Narrative Rubric.
2	ELA.L.3.6.b	See annotations.	2	Students need to identify the proper locations for quotation marks in the sentence. The correct answers are before the word “Janell” (“Janell,) and after the comma following the word “team” (team,). The other options do not need quotation marks.
3	ELA.L.3.2.a	A, C	2	Students need to determine the words that best help the reader understand the meaning of the word “vital.” Options A and C are the correct answers. The other options do not match the meaning of the target word.
4	ELA.W.3.3.b	B	2	Students need to identify the best linking word to connect the ideas in the sentences. Option B is the correct answer. The other options do not clearly link the ideas.
5	ELA.L.3.6.e	See annotations.	1	Students need to determine which words are misspelled. “Whit” and “Cheerfully” are the correct answers. The other options do not include misspellings.
6	ELA.W.3.3.a	B	2	Students need to determine the best concluding sentence for a paragraph. Option B is the correct answer. The other options do not best conclude the paragraph.

Grade 3

Sample Number	Alignment	Key(s)	Depth of Knowledge	Annotations
<b>Session 3</b>				
1	ELA.W.3.2.a	n/a	3	Students need to write a one-paragraph opinion text explaining their favorite season. Writing will be scored using a Grade 3 Opinion Rubric.
2	ELA.W.3.8	A	2	Students need to determine the source that could be used to gather more information about the topic. Option A is the correct answer. The other options would not provide much relevant information on the topic.
3	ELA.W.3.2.c	See annotations.	2	Students need to place the events of a story in the correct order. The correct order is the following:  First: Dad and I visited the pond so that I could take some wildlife pictures.  Second: We waited and waited for some birds, squirrels, or other creatures to appear.  Third: To my surprise, a mother goose with her little goslings swam through the lily pads right in front of me!  Fourth: I raised my camera and took a picture of the goose family.
4	ELA.L.3.6	C	1	Students need to determine the correct location for a comma in an address. Option C is the correct answer. The other options are not punctuated correctly.
5	ELA.L.3.1.c	B	1	Students need to determine the purpose of a word used in a sentence. Option B is the correct answer. The other options do not correctly describe the purpose of the target word.
6	ELA.W.3.2.b	A, E	2	Students need to determine which sentences belong in a report section about safety. Options A and E are the correct answers. The other options would not fit in a section about safety.





# English Language Arts Practice Test Grade 3

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